

Outlook

THE UNIVERSITY OF MARYLAND FACULTY AND STAFF WEEKLY NEWSPAPER
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Teaching TAs to Teach

CQI Team Recommends Changes for Improvement

For several years, undergraduate students on campus have expressed some unhappiness with the teaching skills of TAs.

The TAs (teaching assistants), on their part, have not felt appreciated enough for their work, both by students and by their departments.

In September 1997, the Office of Continuous Quality Improvement (CQI) decided to take a closer look at the dissatisfaction of these two groups and suggest some solutions.

After several months of studying the various aspects of the problem, the CQI group came up with a comprehensive report titled "Teaching TAs to Teach" in May 1998. The report was presented to the deans of all colleges last September.

"All our projects so far had been undergraduate projects or administration projects; we had never done anything about TAs," says CQI director George Dieter.

"We felt the need for this project when a CAWG survey of 1500 undergraduate students found they had several problems with TAs," he says. "We thought it was time to see what could be done about improving TAs."

The College of Computer, Mathematical and Physical Sciences was picked for a survey on TAs. The college was chosen because it was receptive to the idea, says Dieter, plus more than 50 percent of the TAs in this department are from foreign countries.

The team process began when Dean Richard Herman selected mathematics professor Patrick Fitzpatrick to be

team leader. Together, they selected an 11-member team comprising faculty and staff members, and students who broadly represented all aspects of TA involvement with the CMPS college. Dieter served as team facilitator.

The team was split into three subcommittees — one looked into language and culture issues, another studied the role of the TA and the third looked at TA training.

An initial brainstorming session included ideas such as having TA mentors for other TAs and following models set by other colleges such as Columbia University.

This was followed by a meeting with Center for Teaching Excellence director James Greenberg where the skills a TA should possess were identified.

In May a detailed report was drawn up. Among the recommendations outlined in it were defining the duties of TAs, training them adequately and improving rewards for competitive job performance (see sidebar on page 4).

The recommendations are based partly on the survey of TAs at CMPS which found that TAs said they ought to be trained to teach, and that they were often given a workload of more than 20 hours a week.

They were also unhappy with their pay. "A TA gets only around \$800-1000 a month, after taxes. That, after one has paid the rent, is barely enough for a student to get by," says Kartik Sheth, graduate assistant at the department of astronomy and a member of the CQI team.

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A Letter to the Campus Community

As my first semester as president of the University of Maryland winds down, I want to report to the campus community on an activity that has captured much of my time and attention these past three and a half months. As a member of the Task Force to Study the Governance, Coordination and Funding of the University System of Maryland I have listened to many experts and views on how to provide Maryland with the best, most effective system of higher education. I expect that the Task Force report will be the blueprint for public higher education in the next decade, just as the 1988 legislation has been for the past one. No matter what the report recommends, it will have a significant effect on the future of this campus.

I have served a dual role on the Task Force: one as a member and one as the representative of this campus, the Flagship Institution of the state. In that latter role, I have worked very hard to ensure that the issues important to this campus are heard and understood, particularly with regard to funding and to our unremitting determination to join the ranks of the most prominent research universities in this nation.

After listening carefully to the concerns of many people about the future of higher education and of the College Park campus, I submitted my own recommendations to the Task Force last week. I'd like to share the key issues with you now.

The College Park campus should be established as a public corporation, a public educational authority or state-affiliated agency, rather than as a state agency, so that it can operate directly under the policies of its governing body, the Board of Regents. This important step would free us from the restrictions imposed by state regulations that do not serve the needs of an enterprise like a major public research university in areas such as procurement, contracting, affiliations with corporations, development programs and so on. The result would be a more efficient and flexible system that will allow us to seize the opportunities that will spur our continued progress.

The Task Force must reaffirm the Flagship status of the University of Maryland, College Park. The Larson Task Force Report should clearly state its expectation that Maryland will become competitive with the best public universities in this country in order to serve the state of Maryland and its citizens.

The Task Force should charge the leadership of higher education in Maryland, including the Governor, the Board of Regents, the University System of Maryland and the campus president with the responsibility of ensuring that the campus achieve national stature comparable with the best in the nation.

The Task Force should spell out the following steps to fulfill this responsibility:

- Benchmark Maryland against its aspirational peers, specifically Berkeley, Illinois, Michigan, North Carolina and UCLA, for budget and achievement.
- Charge the Regents with the responsibility of implementing the funding requirements of the 1988 legislation, which stated: "Provide the College Park Campus with the level of operating funding and facilities necessary to place it among the upper echelon of its peer institutions."
- Charge the Maryland President to present to the leadership of higher education in the state the strategic plans and budgets needed to achieve this vaunted national stature.

The adoption and implementation of these recommendations, which have received positive responses from other Task Force members, will pave the way for our continuing march to the top echelon of universities in this land. I look forward to working with all of you toward this goal, which is vital not only for our students and programs, but especially for the future of our state.

Finally, I want to thank all of you for the comments and suggestions you have made to me regarding the work of this Task Force. Our success will be based in large measure on the commitment of the university community and the willingness of individuals to engage in the task ahead.

Sincerely,
C.D. Mote Jr.
President, University of Maryland

Awaiting Winter Commencement

With the traditional pomp and circumstance, on Sunday, Dec. 20 the University of Maryland celebrates its Winter 1998 Commencement at Cole Field House. The campus-wide commencement ceremony takes place at 1 p.m. with the individual college ceremonies following later that afternoon.

See page 3 for details on the festivities, plus a schedule. For further information, visit the commencement website at www.umd.edu/commencement.

In Memoriam

Thomas Milburn

Eckroad, a lecturer with the English Department's Professional Writing Program, died Nov. 29 at his home in Croom, Md. He was 50.

Eckroad taught three technical writing courses each semester for the program since 1987 and recently started teaching technical communications for Johns



Thomas Eckroad

Hopkins University in Baltimore. He received a B.A. from the University of California at Berkeley and a Ph.D. from Colorado State University.

Eckroad owned a farm in Croom where he raised horses and goats. He was an avid gardener and cook, and built his home by himself, from the framing to the roofing and the bricklaying.

Friends and colleagues remember him as an energetic, enthusiastic instructor and a caring husband and father who arranged his teaching schedule so he could spend time with his children after school. He is survived by his wife, Torgunn Blix Eckroad, and their three children Elizabeth Katherine, 11, Kristen Skylar, 6, and Catherina Jessica, 3.

Outlook is in hibernation during the winter break...

But do continue to send calendar items and news announcements for the spring semester to 2101 Turner Bldg. or e-mail to outlook@accmail.umd.edu.

Weekly publication will resume on Tuesday, Feb. 1.

Reid Crawford Resigns as Vice President for University Advancement

Reid Crawford has resigned as vice president for university advancement at the University of Maryland, College Park, effective Jan. 8. Crawford, who came to Maryland from Iowa State University in 1995, has been retained by a major consulting firm.

"I am very proud of my association with the University of Maryland, and I believe that I've been able to contribute to the advancement of the university in this critical time in its history," Crawford said. "Maryland is well on its way to greatness, and I will follow its course with great interest."

Crawford said that in addition to working with a consulting firm, he expects to consult with clients in education and fundraising, including the University of Maryland.

As vice president for University Advancement, Crawford has had responsibility for fund-raising, including the university's first major campaign, as well as alumni, marketing, media relations and publications.

"We will miss Reid's firm hand on university advancement," said Maryland President C.D. Mote Jr. "He is a champion of

this institution and the achievement of its advancement program. I am pleased that he has agreed to give us the benefit of his service on a consulting basis for the next few months."

Mote said he would name an interim vice president early next week and begin the search process for a permanent replacement as soon as possible. "This is a vital position for the university, and we need experienced leadership to achieve the potential of this great institution," he said.

Crawford said he has considered making a career change for some time, but he felt that now was the best time to make the decision because of several important hiring decisions upcoming in University Advancement, including the executive director of the Alumni Association and an assistant vice president for University Advancement. "I didn't think it would be fair to interview people and offer them jobs if I knew I would be leaving soon after they arrived," he said.

Crawford joined the University of Maryland just after the launch of the \$350 million fund-raising campaign, "Bold Vision • Bright Future." When the campaign went

public in October 1997, more than a third of the goal had been achieved. Less than half-way to the end of the campaign, the university has raised more than \$188 million in private giving, and has exceeded its fund-raising goal every year of Crawford's tenure. Last year, the goal was \$52 million, and a record \$77 million was raised, including Robert H. Smith's historic \$15 million gift for the School of Business and a \$5 million donation from technology entrepreneur Jeong Kim, as well as two anonymous multi-million dollar gifts.

"We have benefitted greatly from Reid's efforts to instill an aggressive fundraising philosophy here at the University of Maryland," said John Lauer, chair of the university's Board of Visitors. "His influence will be felt for some time as we continue to push for true distinction."

Crawford also reorganized and enhanced the university's communication units with the creation of a University Marketing department, significantly diversified the workforce in University Advancement, and supported and initiated plans for the future Samuel Riggs Alumni Center.

Faculty Researchers Honored with Olson Awards

In an effort to recognize the accomplishments of faculty researchers, last week the Office of Academic Affairs and the Office of Graduate Studies and Research held the First Annual Mancur Olson Research Achievement Awards.

"The role of research is essential to the university," said University President C.D. Mote Jr. at the ceremony.

"In selecting the name, it was an easy decision to name the award after Mancur Olson," said Charles Wellford, interim associate provost for research and dean of the Graduate School. Olson, who passed away last February, was internationally known for his research in economics.

This year's Mancur Olson Research Award was given to John Baras and George Gloeckler and posthumously to Mancur Olson.

Mancur Olson

Olson, recognized as one of a handful of scholars responsible for changing the field of economics, taught graduate and undergraduate courses in the department of economics for 29 years and was named distinguished professor of economics in 1979.

Last February the 66-year-old Olson died of a sudden heart attack outside his office in Morrill Hall.

Olson received his Ph.D. in Economics from Harvard University. He pub-

lished seven books in his lifetime, including two towering classics: *The Logic of Collective Action: Public Goods and the Theory of Groups* and *The Rise and Decline of Nations: Economic Growth, Stagflation, and Social Rigidities*.

He was well known in international circles for his work in providing guidance to more than 30 developing or formerly communist countries seeking to build sustaining economic and democratic institutional structures. As principal investigator for the Center for Institutional Reform and the Informal Sector (IRIS),

Olson worked closely with governmental leaders and other decision-makers to help them understand that a country's economic policies and institutions principally determine its economic performance.

John Baras

Baras serves as the Martin Marietta Professor of Systems Engineering and is internationally known for his work on various aspects of system engineering, particularly in the area of advanced control and communications systems.



John Baras

His efforts, together with colleagues, led to the establishment of one of the first six NSF Centers of Excellence in Engineering at the university. Recently Baras and his colleagues worked to establish a NASA Center for the Commercial Development of Space in the area of hybrid communication networks.

Currently Baras is researching ways to provide fast and inexpensive Internet access via satellites and via terrestrial wireline and wireless extensions of satellite networks. He is also investigating the management control of large heterogeneous telecommunications networks.

According to Dean William Destler of the Clark School of Engineering, Baras is "considered a world-class authority in the systems science/engineering community."

George Gloeckler

Gloeckler is considered one of the world's leading researchers in space radiation. He received his Ph.D. in physics from the University of Chicago in 1965 and joined the Maryland faculty in the physics department that same year. He was promoted to assistant professor 1967, associate professor in 1973 and full professor in 1978. In 1988, Gloeckler became a joint appointee in the physics department and the Institute for Physical Science and Technology.



The late Mancur Olson in 1984

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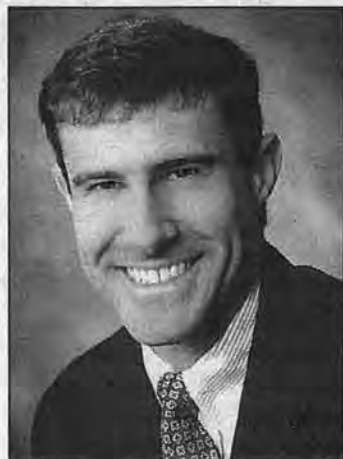
Outlook

Outlook is the weekly faculty-staff newspaper serving the University of Maryland campus community. **Reid Crawford**, Vice President for University Advancement; **Teresa Flannery**, Executive Director of University Communications and Director of Marketing; **George Cathcart**, Executive Editor; **Jennifer Hawes**, Editor; **Londa Scott Forté**, Assistant Editor; **Vaishali Honawar**, Graduate Assistant; **Phillip Wirtz**, Editorial Intern. Letters to the editor, story suggestions and campus information are welcome. Please submit all material two weeks before the Tuesday of publication. Send material to Editor, Outlook, 2101 Turner Hall, College Park, MD 20742. Telephone (301) 405-4629; e-mail outlook@accmail.umd.edu; fax (301) 314-9344. Outlook can be found online at www.inform.umd.edu/outlook/

Winter Commencement

Scott O'Grady Addresses '98 Grads, Will Share Life Lessons, Bosnia Experience

Three years after the fact, the tale of Scott O'Grady seems to be the stuff of legend and folklore. In June of 1995, his F-16 was downed by a Soviet-made anti-aircraft missile while he enforced a NATO no-fly zone policy over Bosnian skies. He spent six harrowing days eluding enemy troops in the forests of Bosnia, camouflaging himself in dirt and leaves, drinking rainwater out of plastic baggies and sometimes from his own sodden socks, and feasting on leaves, grass and the occasional ant. When news of his rescue by the U.S.S. Kearsage Marine helicopter on the morning of June 8, 1995, reached home shores, the nation released a sigh of relief and a resounding cheer.



Scott O'Grady

Upon his return to the United States, the Air Force captain was feted by the masses, the media and the White House itself, all of whom hailed him as a hero. But O'Grady never used the word himself.

"Most of the world's heroes are unsung," he wrote in *Return With Honor*, the bestselling narrative of his life-altering experience. "It's heroic to dare to make a difference in the world."

O'Grady's ordeal certainly made a difference to his own view of life. "That day, five miles up,

with death at my front door, I found my key to life," he wrote. He realized that only three things really mattered in life: faith in God, loved ones and good health. His unshakable foundation in religion and devotion to his family and friends speak volumes of his true heroic nature, as much as any survival story.

O'Grady, a native of Brooklyn, NY, received his Bachelor of Science (Aeronautical) in 1989 from Embry Riddle Aeronautical University in Prescott, Ariz. That same year, he was commissioned through the Air Force Reserve Officers Training Corps Program; after college he attended the Euro-NATO Joint Jet Pilot Training Program at Sheppard Air Force Base in Texas. In December of 1991 he began his first operational assignment flying the F-16 at the 80th Fighter Squadron at Kunsan Air Force Base, Korea. At the time of the attack in Bosnia, he held a position with the 555th Fighter Squadron in Aviano, Italy.

Currently, O'Grady is an instructor with the Joint Survival Agency at Fairchild Air Force in Spokane, Wash., and serves as a national spokesperson for St. Jude's Children's Research Hospital. He has published two books: *Return With Honor* and *Basher Five-Two*, a recounting of his adventure for younger readers.

Student Profile

Graduate with Disability Commends University

On Sunday, Dec. 20, Stefan Gagne, a 43-inch diastrophic dwarf with limited mobility, will celebrate his 23rd birthday by graduating from the University of Maryland. An Individual Studies major, Gagne said attending the university "seemed like a natural choice," despite its 1,580-acre campus. He is from Gaithersburg, Md., his sister was attending the university at the time he enrolled and he was already actively involved in the university's Terrapin Anime Club, a group interested in Japanese animation.



Stefan Gagne

"It hasn't been easy, but it's been worth it," says Gagne of his four-and-a-half years at the university. "Everyone in Disability Support Services (DSS), Resident Life and Physical Plant have worked very hard to make sure that I was provided with everything," commends Gagne. According to Gagne's mother, Vita, her son owes part of his success at the university to all those staff members who have been so

responsive to his needs.

According to DSS Director Bill Scales, there are more than 700 students with disabilities attending the university. The disabilities range from learning disabilities to medical disabilities to physical disabilities. Gagne describes DSS as a well-oiled machine and says it has been a great help to him. "The services provided by DSS are based on each student's individual needs," said Scales. "The attention and service that Stefan has received is typical of all students with disabilities."

The university provided Gagne with special testing accommodations, such as a computer to write essay or short answer tests and extra time to complete his tests; a paratransit van was available to drive him to his classes or anywhere he needed to go in the College Park area; and special residence hall accommodations were made. Gagne rarely used the paratransit van, instead using a personal scooter.

Gagne is one of 10 seriously

disabled students currently living on campus, but there are 120 accessible spaces for seriously disabled students. Special accommodations can be made for students with medical disabilities, such as serious asthma or allergies.

Each semester the Department of Physical Plant has placed a table, chair and footrest in all of Gagne's classes. Due to spinal fusions, he cannot sit comfortably in regular desk/chairs that are in all classrooms. Physical Plant technicians made the footrests using one of Gagne's own as a model. According to Vita Gagne, without the adaptations made by the university and the cooperation of the staff, her son's time at Maryland would have been impossible.

Gagne's motto is, "If you can do something yourself, then do it!" He has proven that a university education is possible for all people who are willing to accept a little assistance now and then, and work hard. After graduation his plans are to find a job in web design or information technology. He hopes to someday be able to design his own computer games and possibly run his own company.

Schedule of Events

Saturday, Dec. 19, 1998
College of Life Sciences
7 p.m. Memorial Chapel

A. James Clark School of Engineering
4 p.m. Ritchie Coliseum

Sunday, Dec. 20, 1998
Campus Wide Commencement
1 p.m. Cole Student Activities' Building
College of Arts and Humanities — Department Gatherings
Art Studio
9.30 a.m. Art-Sociology Building, Room 2203
American Studies/
Art History/Comparative Literature/Dance/English/Theatre/ Women's Studies
3 p.m. Art-Sociology Building, Room 2309

Linguistics
3.30 p.m. Tydings Hall, Room 0130
History/Jewish Studies/
Russian Area Studies
3.30 p.m. Skinner, Room 0200
Communication
3.30 p.m. Francis Scott Key Hall, Room 0106

Classics
3.30 p.m. Marie Mount Hall, Room 0100

Philosophy
3.30 p.m. Skinner Lounge, Room 1125

Individual Studies
3.30 p.m. Anne Arundel Hall, Honors Lounge
College of Agriculture and Natural Resources
3 p.m. Memorial Chapel

The School of Architecture
4 p.m. School of Architecture Auditorium
College of Behavioral and Social Sciences
4 p.m. Reckford Armory
College of Health and Human Performance
4 p.m. Health and Human Performance Building
College of Journalism
4 p.m. Hoff Theatre, Stamp Student Union
College of Library and Information Services
4 p.m. Zoology/Psychology Building, Room 1240
Robert H. Smith School of Business
4 p.m. Cole Student Activities Building
College of Education
5 p.m. Tawes Theatre
College of Computer, Mathematical and Physical Sciences
5 p.m. Memorial Chapel



Student Speaker Amy Schlom Builds Foundations for Future

Marketing major Amy Schlom believes American business reflects society's values, and she is determined to bring changes to both. While she admits some uncertainty as to how to go about it, who better to try than this 4.0, Phi Beta Kappa, Beta Gamma Sigma, multi-scholarship and award-winning honors student described by one faculty member as a rare example of "pure nobility."

Schlom believes that "commerce and economics are transforming human awareness" and that what is needed now is "not a merely linear progression in thinking, but a paradigm shift. The question before us is how to manage this transition so that humanity's long-sought vision of peace and prosperity is realized."

Schlom's views are not those traditionally associated with business training, but apart from her facility with mathematical and economic concepts (she found a recent exam in which she had to learn a computer language, answer logic questions, and write code, "fun"), she did not always consider a career in business. A childhood spent "sketching houses and drawing floor plans," led Schlom to first enter Maryland as an architecture major.

Now she is building foundations of a different kind. Community and individual well-being are priorities for Schlom, and her desire to make a difference as quickly as possible led her to business. "I feel good when I tell people I work for Fannie Mae," where she has interned since 1996. And when people respond that it must be fun to "work for the candy company," Schlom explains that she's not employed by the Chicago-based Fanny May, but by the Washington, D.C., group working to increase home-ownership among low-income Americans.

Schlom believes firmly that in the years ahead, the ability to "promote the general welfare," will be centered in the business world rather than in the political arena. "People in the business world are more powerful than politicians," she says. "If business leaders aren't pioneers, I don't think it's going to be done."



Amy Schlom

Teaching TAs to Teach: CQI Team Recommends Changes for Improvement

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The TAs also felt they deserved more recognition from the department and their college. Foreign TAs said they did not find language and culture were problematic issues with respect to teaching.

But undergraduate students often complain about foreign TAs and their style of teaching, says Fitzpatrick.

"Students find it hard to understand the accents of foreign TAs, the cultural differences that exist in other countries," he says. "We have tried to look into how we can integrate international students into our department. Should we insist that international TAs learn about American culture? How does one solve the problem?"

At present, the Maryland English Institute screens all TAs for their speaking and writing skills in an extensive five-day orientation program just before the beginning of the fall semester. This is followed by an orientation program by each individual department. As of 1995, 80 percent of the departments with TAs have an orientation session preceding the fall semester.

Marsha Sprague, director of the Maryland English Institute, who was also on the CQI committee, says that in future the

MEI is planning to coordinate with departments that hire foreign TAs to find out how they do in classrooms after the orientation.

However, if a TA's proficiency in English is found to be inadequate, it will be up to each department to think of solutions to the problem, she says, adding, "so much needs to be done at the departmental level."

Meanwhile, other departments are joining the cause. The College of Behavioral and Social Sciences is planning a pilot study on "improving" the accent of foreign TAs, says Dieter.

Some departments are already beginning to adopt the CQI recommendations. At the department of astronomy, Sheth points out, they have outlined problems and instituted better communication about the role of the TA. "The supervisors here are very attuned to what is happening," he says.

The department is also planning to buy a video camera so TAs can be videotaped in classrooms and their performance evaluated, he says.

— VAISHALI HONAWAR

Recommendations made in the CQI report on Teaching TAs to Teach:

Developing a common understanding:

1. Each department should provide a clear description of the duties expected of a TA and the responsibilities the department has toward the TA.
2. The general university regulations concerning TAs, as contained in the Graduate Student Handbook and the University Senate Document 89-90-20C, should be widely distributed, along with the Graduate Teaching Assistant Guide published by the Center for Teaching Excellence.

Greater attention to TA training:

2. The dean of each college should ensure there is an adequate orientation program for all new TAs, and departments should be encouraged to develop their own orientation programs, tailored to their specific needs.
3. Peer mentoring should be provided to the TAs by each department.
4. Specific information on what colleges and departments are doing to train TAs should be collected and disseminated on a regular basis.
5. Each college dean, in collaboration with the departments and the CTE, should strongly support an ongoing development program for TAs. These can include:
 - Peer mentoring of new TAs by senior TAs.
 - Videotaping of TAs in class and recitation situations.
 - Inaugurating an in-semester teaching seminar for which credit is given.
 - Creating email information exchange groups among TAs.
 - Organizing occasional seminars for TAs by excellent faculty teachers and by the CTE.

Improved evaluation and accountability:

6. Each department should establish clear policies for the evaluation of TAs.
- Rewards and recognition:**
7. TAs should be adequately rewarded for individual performance, through better stipends.
 8. Departments should develop a cultural adjustment program for international TAs in the form of dinners, cultural visits, athletic events, etc.
 9. TAs who do well should be given formal recognition in the form of: a.) a formal teaching certificate for TAs who participate in a program of training and practice followed by a test; b.) the designation of a small number of experienced TAs as Master Teacher TAs; c.) an opportunity for certain senior TAs to design and teach innovative courses.

Researchers Honored with Olson Awards

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In 1997, he was elected member of the National Academy of Sciences in recognition of his experimental work in space physics.

Gloeckler's experiments, which identified and measured the particles that make up the solar wind and solar flares, the magnetospheres of Earth and Jupiter, and the interstellar gas flowing through the heliosphere, were launched into space by NASA.

In addition to the Mancur Olson Research Achievement Awards, the recipients of the 1998-2000 Distinguished Faculty Research Fellow Awards also were recognized during last week's ceremony. The award winners were Perinkulam Krishnaprasad, Athanassios Panagiotopoulos and Andrew Wilson.

Perinkulam Krishnaprasad received his Ph.D. from Harvard University in 1977. He was on the faculty of the systems engineering department at Case Western Reserve University from 1977 to 1980. He has been with the University of Maryland since August 1980,

where he has held the position of Professor of Electrical Engineering since 1987, and a joint appointment with the Institute for Systems Research since 1988. He is also a member of the applied mathematics faculty.



George Gloeckler

Athanassios Panagiotopoulos received his Ph.D. from the Massachusetts Institute of Technology in 1986 and has been with the university since 1987. His research focuses on the development and application of theoretical and computer simulation techniques for the study of thermodynamic properties of fluids and materials.

Andrew Wilson was a research student in radio astronomy at Cavendish Laboratory, Cambridge University, which led to his Ph.D. thesis "Structure and Physics of the Crab Nebula" in

1973. Wilson is noted as a world authority in the study of events in active galaxies and joined the Maryland faculty in the astronomy program as an assistant professor in 1978, was promoted to associate professor in 1981 and full professor in 1987. Since 1994, he has held the position of adjunct astronomer with the Space Telescope Science Institute in Baltimore.

Presidential Inauguration Planned for April 23

On behalf of the Committee to Inaugurate the President, Committee Chair and Provost Gregory Geoffroy is pleased to announce that C.D. Mote Jr. will be inaugurated as president of the University of Maryland, College Park, Friday, April 23, 1999, at 2 p.m. in the Memorial Chapel.

In addition to the inaugural ceremony, many other activities will be planned during the week of April 19 to not only help celebrate President Mote's formal installation, but to showcase the wonderful talents of the university community. Below is a tentative list of the planned activities:

Wednesday, April 21

Lilley Fellows Undergraduate Research Day
Noon Ice Cream Social

Thursday, April 22

Graduate Research Interaction Day

Friday, April 23

Higher Education Forum (morning)
Inauguration Ceremony (2 p.m. in Memorial Chapel)
Campus-wide reception (4 p.m. in the Grand Ballroom, Stamp Student Union)

Saturday, April 24

Campus Open House

Additional information as the plans are formalized. Geoffroy asks that faculty and staff hold the above dates on your calendars. If possible, he requests that you not plan any other activities during these dates that might conflict with the inaugural ceremonies.

In the meantime, any questions concerning the planning of the inauguration should be directed to Sapienza Barone at 405-5790.

